DOCUMENT RESUME

ED 046 335 HE 001 914

AUTHOR Acker, Joan; And Others
TITLE The Status of Women at the University of Oregon. Report of an Ad Hoc Committee.
INSTITUTION Oregon Univ., Eugene.
PUB DATE 70
NOTE 20p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Discriminatory Attitudes (Social), *Employment Practices, Faculty, Faculty Promotion, *Females, *Higher Education, Salaries, *Social Discrimination, *Women Professors
IDENTIFIERS *Oregon University

ABSTRACT

Part I of this report presents data on the position of women at the University of Oregon. Most of the data concerns women on the faculty, with some information about female graduate students and administrators. The report describes: (1) the current position of women on the faculty: 10.5 percent of the full-time, 9-month teaching faculty; (2) time trends; (3) salary; and (4) attrition and the source of supply of female faculty. The second section presents the results of a survey of female faculty at the University. It describes: (1) the academic characteristics of the respondents; (2) their faculty rank; (3) their mobility, stability and recruitment; (4) their professional activity; and (5) reports of discrimination. The report concludes with a list of 10 recommendations that would help eliminate some of the discriminatory practices presently found at the University. (AF)

ED046335

J. Acker

THE STATUS OF WOMEN AT THE UNIVERSITY OF OREGON

Report of an Ad Hoc Committee

Joan Acker, Sociology

Jane Gray, Curator of Paleobotany

Joyce Mitchell, Political Science

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HE001914

THE STATUS OF WOMEN AT THE UNIVERSITY OF OREGON

Report of an Ad Hoc Committee

Women are a very small minority in teaching and administrative positions at the University of Oregon; surprisingly so, in view of the greater numbers of women being trained in this institution for similar occupations. Where they are employed, it is primarily in departments and types of positions which are traditionally female preserves. In this regard, the University of Oregon is no different from most other institutions of higher education in the United States. However, there are some current developments of which the University may take advantage to increase the opportunities here for women. There are indications that the administration is sensitive to the necessity of honoring the values of equal treatment and opportunity in the face of widespread discrepancies, however inadvertant. We are fully aware of the complex nature of the decision making processes and the distribution of responsibilities in this University system, and our suggestions bear that in mind. But we feel strongly that the problem must be defined and met with flexibility and fairness. In the end, there is a shared responsibility of all within the University who have the authority to do so, to meet the basic moral and legal principles upon which public higher education is based.

This report is presented in order to provide focus, encouragement, and some suggestions toward the task of eliminating the grave discrepancies between the relative numbers and positions of men and women faculty at the University.* It presents some initial data and findings about the status of faculty women, and to a more limited extent, that of women students and employees. The data has been gathered from a number of sources, including administrative records, University catalogs, some studies by students, and a survey of women teaching at the University during spring term, 1970.

Current Position of Women

Women constitute only 10.5 percent of the full-time, nine month, teaching faculty at the University of Oregon. This is less than the comparable national percentage reported for public universities with faculties of this size. However, if all part-time instructors and lecturers are included in the definition of faculty, women constitute 13.3 percent of the Oregon faculty. (Table 1)

* We wish to thank INCERBS for providing space, supplies and some typing service to carry on this effort; and additionally acknowledge the support of President Robert Clark; Dean Leona Tyler of the Graduate School; and John Lallas, Assistant to the President; and last but not least, Fred Mohr, Research Programs Coordinator, who acted in both the capacities of facilitator and mediator when difficulties occured. Anne Shoemaker has been invaluable for her research and clerical assistance.

Table One

Distribution of Females - University of Oregon

1969 - 1970

Faculty Rank	Total Faculty	Female Faculty	Female Faculty as % of Total	Total Faculty	Female Faculty	Females as % of Total
Total	998	133	13.3	635	67	10.5
Prof.	293	7	2.39	206	6	2.9
Assoc. Prof.	235	25	10.64	177	18	10.1
Assist. Prof.	247	40	16.19	189	25	13.2
Instr.	223	61	27.35	63	18	28.57
		A.			B.	

A. 1969-70 University of Oregon Catalogue
B. Payroll Data - Full - time, 9 - month teaching staff

* *

Women are least represented, proportionately, at the highest faculty rank. Among full professors, only 2.39 percent were women in 1969-70. As Table One shows, the proportion of women declines steadily at each higher academic level. At the University of Oregon, women comprise 10.64 percent of associate professors, 16.19 percent of assistant professors, and 27.35 percent of instructors.

Another way of looking at the relative position of women is to compare the distribution of faculty ranks within each sex category. Among academic women at the University of Oregon, 5.26 percent were full professors, while 31.9 percent of academic men were full professors. (Table 2). Almost one-half of the women teaching at this university are at the level of instructor. Among the male faculty members only about one-fifth are instructors.

Table Two

Percentage Distribution of University of Oregon Faculty
By Sex, 1969 - 70

	Female	Male
Total	100.00 (133)	100.00 (365)
Professor	5.26 (7)	31.90 (286)
Associate Professor	18.80 (25)	24.27 (210)
Assistant Professor	30.07 (40)	23.90 (207)
Instructor	45.86 (61)	20.93 (162)

Source: University of Oregon catalogue, 1969-70

Women faculty members are clustered in certain departments and professional schools. Disciplines which are traditionally stereotyped as appealing to women have larger proportions of female faculty. English, Home Economics, Romance Languages, German, Psychology have more women faculty members than other departments in the College of Liberal Arts (Table Three).[1] Substantially more women teach in the professional schools than in the College of Liberal Arts. The College of Education, among the professional schools, has the highest number of women. Women's Physical Education, Architecture and Allied Arts (all women are in art, none in architecture), CSPA, Librarianship, and Music have varying numbers of women faculty.

At the other extreme, there are eight departments in the College of Liberal Arts which have no female faculty. They are Chemistry, Economics, Geography, Geology, History, Philosophy, Religion and Speech. In addition the School of Law[2] and three out of five departments in the College of Business Administration have no women teaching staff.

In the remaining University departments women are a very rare minority, one or two in almost entirely male groups. These departments are Anthropology, Political Science, Classics, and Japanese and Chinese, Sociology, Mathematics (one Senior Instructor and one Instructor), and in the College of Business Administration, Personnel and Industrial Management, and Secretarial Science. Biology is a special case. This department has a female associate professor and a female instructor, neither of whom have teaching responsibilities. In addition, there are six women research associates. Therefore, the proportion of women in Biology is misleading, since only one of these staff can be considered to be on the "regular academic ladder," and she is classified as administrative rather than teaching personnel.

Time Trends

Women were, in 1969 - 70, a smaller proportion of the University of Oregon faculty than they were in 1930 (Table 3). The post World War II expansion in higher education was primarily an expansion of the male faculty. Although the number of women increased, the proportion declined. This proportional decrease is particularly evident in some of the professional schools which have had very rapidly expanding faculties and which also have the largest absolute numbers of women on their staffs. (Table 3) There has been a slight increase in the number of women in some academic departments during the last few years. Those departments which have never hired women remain steadfast.

1. U.S. Dept. of Health, Education and Welfare; Office of Education. Teaching Faculty in Universities and Four Year Colleges, 1962-63.
2. University catalogues were used to prepare this table, since they were the most available source of information. However, temporary appointments, graduate students acting as instructors, and other non-regular faculty, are not identified as such in catalogues. In order to achieve comparability, we counted all females listed. This inflates the numbers and percentages of women on the regular faculty.
3. The School of Law will have a woman as a part-time faculty member during the 1970-71 academic year.

Table 3

Faculty Sex Ratio, (Female Faculty/Total Faculty*)
By Department for Years 1930, 1940, 1950, 1960, 1965, 1970

College of Liberal Arts Department	Year 1930	1940	1950	1960	1965	1969-70
Anthropology	0	0	0	0	.07	.05
Biology	.43	0	.16	.05	.03	.16
Chemistry	0	.25	0	0	.08	.02
Classics	.60	.50	.25	.14	.33	.25
Economics	0	0	0	0	0	0
English	.19	.31	.30	.20	.22	.24
Geography	--	0	.25	0	0	0
Geology	0	0	0	0	0	0
German	0	0	.25	--	.15	.32
History	0	.10	0	0	0	0
Home Economics	1.00	1.00	1.00	1.00	1.00	1.00
Mathematics	0	.25	.40	.07	.11	.05
Philosophy	0	0	0	0	0	0
Physics	0	0	0	0	0	0
Political Science	0	0	0	.10	.04	.05
Psychology	0	0	.10	.05	.07	.10
Religion	--	--	0	0	0	0
Romance Languages	.22	.29	.47	--	--	.28
Sociology	0	0	0	0	.05	.10
Speech	--	0	.06	0	0	.08
Professional Schools						
Architecture and Allied Arts	.19	.09	.11	.03	.08	.08
Business Administration	.08	0	.23	.07	0	.10
CSPA	--	--	--	--	--	.15
Education	.50	.36	.35	.25	.25	.19

Includes all teaching staff listed in university catalogues for the respective years, including Instructors and Research Associates.

A

Table 3 (continued)

Professional Schools	1930	1940	1950	1960	1965	1969-70
Health, P.E. and Recreation	.35	.22	.33	.33	.28	.26
Journalism	.11	.09	0	0	.07	.06
Law	0	0	0	0	0	0
Librarianship	--	--	--	--	--	.42
Military Science	--	0	0	0	0	0
Music	--	.53	.29	.11	.04	.08
Total	.17	.21	.21	.13	.12	.13

Source: University of Oregon Catalogues for 1930, 1940, 1950, 1960, 1965, and 1969-70.

****

The nepotism rule, which excluded some women from regular appointments, was administratively suspended in 1965. [4] This has made it possible for a few women to move into regular academic ranks and to be promoted. The suspension of this rule was a clear step forward. However, the number of women affected was so small that it does not markedly alter the relative proportion of women on the faculty.

---

4. This was a by-product in response to the recommendations of the Committee on Education for Women appointed by the Dean of Faculties in December, 1963. The committee had addressed itself primarily to such subjects as how to help mature women resuming their education at the University, changes needed in the curriculum to eliminate differential treatment by sex, the role of the Home Economics Department in the Liberal Arts College, the guidance and counseling of woman students, and the creation of an applied social science school. They did not undertake a survey of the status of women at the University. It has come to our attention that there was a similar committee which rendered a report in 1953. This committee did take a survey of women seniors and alumnae concerning their views on the curriculum.

To construct an estimate of current trends in the hiring of women, we summarized administrative data on requests for authorization to hire faculty during the academic year 1969-70. As Table 4 indicates, there is no evidence of any emergent change in the proportion of women on the faculty. Almost fourteen percent of the requests for authorization to hire were for women faculty members. This is almost identical with the proportion of women on the faculty in 1969-70, (13.3 percent). In addition, all but one of the requests for women were at the lower faculty levels (Table 4).

Salary

At every faculty rank women earn mean salaries which are considerably less than their male colleagues. (Table 5) In current hiring, they are still being offered less than men at the same level, although there are exceptions (Table 4). We attempted to match female and male faculty in terms of academic degree, department and date of hiring in order to get a more valid comparison of career patterns, including promotion and salary increase rates. Because of the small number of women and the differences in female and male occupational careers, it was impossible to match successfully. However, there were strong suggestions that the career lines of women at the University tended to be "lower and slower." In our Questionnaire survey, salary inadequacies were the most frequently mentioned problems of women faculty. This information, together with the aggregate data in Table 5, leads us to conclude that the status of a rare and frequently isolated minority carries with it real material disadvantages for women at the University of Oregon. Some of the factors related to this inequality will be discussed below in our description of our survey findings.

Attrition and the Source of Supply of Female Faculty

Numerous studies[6] have documented the fact that at each more advanced level of the educational system the proportion of females in the student population declines. This is true of the University of Oregon also (Table 6). Consequently, the pool of trained women becomes increasingly smaller than the pool of trained men at each succussive level of attainment. The absence of women on faculties probably helps to perpetuate the extreme attrition rate of females. With so very few available role models of working women professionals, potential women scholars may see no realistic future in an academic career. Since cultural and social pressures heavily emphasize that success for a woman lies exclusively in the traditional female roles, it has been the very rare woman who has persevered all the way to an academic career. New ways of resolving this cultural contradiction are developing, articulated by the demands and consciousness of the current women's movements. More women in higher teaching positions and in top administrative posts should eventually demonstrate the existence of equal opportunity for competent women and provide both incentive and authenticity to our academic training programs.

---

5. The table compares average salary of <u>total</u> faculty with that of women faculty. If the comparison were with male faculty alone, the discrepancy would be even greater.
6. American Council on Education, Fact Book in Higher Education, 1967-69, Washinton, D.C., U.S. Government Printing Office. U.S. Dept. of Labor, Trends in the Education of Women, June, 1966, U.S. Dept. of H.E.W., Office of Education, Periodic Statistics on Opening Fall Enrollments; Earned Degrees Conferred, and Employees in Institutions of Higher Education.

Table 4

Requests for Authorization to Hire: University of Oregon
1969-1970

Faculty Status	Sex M	Sex F	Average 9 Months Salary M	Average 9 Months Salary F
Professor	7	0	$20,428	-
Visiting Professor	6	0	17,411	-
Associate Professor	10	1 (9.09)**	14,650	16,000
Visiting Associate	2	0	13,500	-
Assistant Professor	34	3 (8.11%)	11,900	11,333
Visiting Assistant	14	0	10,162	-
Instructor*	8	7 (46.7%)	7,450	5,291
Visiting Lecturer	3	0	10,133	-
Total	69	11 (13.75%)		

*Authorization to hire was requested for six of the females and three of the males on a 12 month basis. Twelve month salaries were prorated on a 9 month basis for this table. Request for a twelve month contract may indicate that these were administrative rather than teaching staff.

**Numbers in parentheses indicate females as percent of total in that category.

* *

Table 5*

Salaries of 9 Month Full-Time Teaching Staff
as of July 1, 1969 -- Women and Total Faculty

	Prof.	Assoc. Prof.	Assist. Prof.	Instruc.	Total
College of Liberal Arts					
Mean Salary of Total	18,739	13,347	10,881	9,196	14,272
Mean Salary of Women	-	12,384	9,861	8,130	9,812
Professional Schools					
Mean Salary of Total	17,401	13,294	10,799	8,464	13,091
Mean Salary of Women	16,119	12,696	10,199	8,843	11,424
Total University					
Mean Salary of Total	18,200	13,318	10,847	8,708	13,709
Mean Salary of Women	16,119	12,644	10,010	8,645	10,898

*Due to bureaucratic delay, we have had to use last years figures.

Is there a source of supply from which to begin the process of recruiting more women? An adequate answer to this requires a detailed analysis of Ph.D. production and career patterns in the various disciplines. Many departments at Oregon do not have female staff proportional to the production of female Ph.D.s in their fields. They also do not have women staff proportional to their own graduate students. (Table 7)

Table 7

Percentages of Women Faculty and Graduate Students in Selected Disciplines at the University of Oregon, Compared With National Percentages of Supply

Discipline	Faculty* % Women, U of O	%Women Grad Students, U of O	% Women Ph.D.s. National
Anthropology	5%	26%	23.9%
Biology	16	27	29.0%
Chemistry	2	11	8
Economics	0	4.7	1
English	24	43	27.4
German	32	38	23.9
History	0	18	13
Mathematics	5	19	6
Philosophy	0	0	9
Political Science	5	19	11.3
Psychology	10	30	22.5
Sociology	10	16	18.5
Speech	8		18.5
Architecture and Allied Arts	8	26	34 **
Journalism	6	21	15.6
Library Science	42	72	31.8
Music	8	38	14.5

* Includes instructors and research associates, without whom these figures would be sharply cut in many cases.

**For Fine Arts and Applied Arts

Administrative Staff

There are 3 women among the 38 Officers of the Administration in this University. Two of these are the Director of the School of Nursing and the Associate Dean of Students, who deals with women.[7] Only the Dean of the Graduate School is in a position of influence in regard to general policies. Thus, women are not equally represented in top administration.

At lower administrative and civil service levels women are undoubtedly disadvantaged. For example, in a study of Civil Service employees at the University of Oregon in 1969-70, it was found that the mean wage for women was $5091, while the mean wage for men was $7952. (Figure 2)

A number of women in lower level administrative jobs got in touch with us while we were doing this study. They had complaints about pay discrepancies, difficulties in getting promotions and job insecurity. Most were very hesitant about taking any action because of fear of reprisals or embarassment about publicity.

We did not study further the situation of women in these categories. However, such a study, action will be a necessary part of eliminating sex inequalities at the University of Oregon.

Survey of Faculty Women

The data defining the existence of de facto sex segregation at the University of Oregon has been presented in the preceding sections of this report. Before embarking on the findings of our own survey let us recapitulate briefly.
Women are a small proportion of the faculty ; they are underrepresented at the higher faculty level; there is considerable segregation of women in certain schools and departments; their pay is on the average lower than that of men; data on 1969-70 hiring indicate no change in these patterns; they are underrepresented in the Administration.

Is this situation the consequence of discrimination against women or is it, rather, the consequence of socialization and decision processes which channel women away from academic pursuits? The answer is , undoubtedly, both. A long process of attrition and exclusion, both by self and others, leaves a small group of survivors. We asked Oregon women, the actual survivors and those still aspiring, in a mailed questionnaire some questions about their professional careers. Career patterns, constructed from questionnaire responses, may help to identify ways in which the university might take steps to more adequately recruit and employ women as well as the men, who are currently so strongly favored in these processes.

In April, 1970, we surveyed all women faculty members who are primarily teaching staff, i.e., not primarily graduate students or researchers. The total population surveyed was 103. We received 68 responses, a response rate of 66 percent. Two addititional replies were received after the data had been tabulated. Our respondents were distributed through the faculty ranks in proportions almost identical with the distribution of full-time, nine-month, female teaching staff in Budget Department records (Table 8). Therefore, we infer that our replies adequately represent this segment of University of Oregon women.

7. This is using the Catalogue count which includes the Medical School.

Table 8

Academic Women.....U.of O.

Highest Degree	Highest Degree and Faculty Rank: Prof.	Assoc. Prof.	Assist. Prof.	Instr.	Other	Total
Ph.D.	6(75.0%)	13(81.3)	11(42.3)	0	1(50)	31(45.6)
M.A.	2(25.0%)	2(12.5)	15(57.7)	16(100)	1(50)	36(52.9)
B.A.	0	1(6.3)	0	0	0	1(1.5)
Total	8(100%)	16(100%)	26(100%)	16(100)	2(100)	68(100)

* * * *

subordinate and poorly rewarded position, whether by her own choice or due to force of circumstances. In any case, one may wonder how these situations are perceived by women students considering professional careers.

Mobility, Stability, and Recruitment

In a number of other respects, the professional experiences of our women faculty are similar to those of the male professional. Our data indicate that these women have a high degree of mobility and a large majority had been in present rank for five years or less. Almost as large a proportion had been professionally active for 12 years or more. In addition most have been steadily employed here since they first obtained appointments, and a large majority have full-time appointments.

Although the survivors are, in many ways, similar to male academics, a good number have arrived in their present positions through different routes than men. Twenty-three percent of our women respondents were hired because their husband got a job at the University of Oregon. Three of our respondents stated that they were hired both through the regular process of academic hiring and because of their husband's job. Two wrote that neither she nor her husband would have come here if there had not been jobs for both of them.

Professional Activity

Most women faculty members at the University of Oregon spend the major part of their time in teaching. Thirty percent spend almost all of their time teeching (from 80 percent to 100 percent of work time), while another 44 percent spend most of their time in teaching (from 50 percent to 80 percent of work time). Research is a less important activity for most women faculty members. Forty-five percent of our respondents engage in no research. Another 43.8 percent spend less than 50 percent of their time on research. Administrative roles are also less frequently performed by the faculty women. Almost half of these women respondents perform no administrative tasks while for 43.8 percent that is an activity which involves them less than 50 percent of the time.

Most women faculty at the University of Oregon have published articles in their fields and have given papers at professional meetings, but only a minority have written books. Some women have been very productive in the traditional scholarly sense. Four women have each written six or more books. Thirty-four percent of our respondents had published five or more articles, and almost 32 percent had delivered six or more papers at meetings. We wonder if this range of performance is not comparable to that of the male majority and that stereotypes about sex differences in professional performance have no basis in fact. The professional activities of women faculty are reflected in different career patterns described below.

Marital Status

The majority of women faculty members at the University of Oregon are married (Table 9). However, the proportion of unmarried women (single, divorced and widowed combined) is probably much higher than the proportion of unmarried men on the faculty. This is the case in national

data on college and university faculties. There is no reason to think that the University of Oregon is much different. This is particularly clear at the level of full professor where six out of the eight women respondents were unmarried. The distribution of married and unmarried at the other faculty ranks was more balanced. This may suggest a changing pattern at Oregon. Or it could also mean that married women are likely to stay at the associate or lower level, or drop out. Are we witnessing, in cross-section, a selection process in which only the women able to commit their attention exclusively to their career reach the highest position? We can't, of course, answer that question solely from these data. However, there is some indication that more who are married may, in future, be among the surviving faculty women. At the associate level, 14 of our faculty respondents had been in rank for five years or less. Many of them had been promoted to Associate within the last one to three years. Almost two-thirds of this group were married (Table 9) It is possible that many of them will be among the full professors of the future.

Table 9

Number of Years at the University of Oregon
by Faculty Rank and Marital Status

Years at U of O:	One to Five			Six and Over		
Faculty Rank	Marital Status Married	Un-	No Info	Marital Status Married	Un-	No Info
Prof.	2	3	0	0	3	0
Assoc. Prof.	8	4	1	1	2	0
Assist. Prof.	9	6	1	3	5	2
Instr. and Other	6	6	2	4	0	0
Total	25	19	4	8	10	2

* * * \

Our interpretation, generally stated, is that women at the higher ranks, as they become a smaller minority, both objectively are confronted with, and subjectively are more aware of, disadvantages due to sex. Some women are keenly aware of sex discrimination throughout their careers. However, at the lower ranks, women who are married, especially, may not see themselves as fully committed members of the academic community, or they may accept their handicaps as "natural". Therefore, they may attribute lack of progress to low personal commitment or to the inability to compete and to make demands as easily as the males, rather than to detect discrimination in the academic system which restricts them. For example, one respondent stated in response to the question about sex discrimination:

> 'Hard to appraise, especially since I haven't found time to publish while teaching and raising a family of four.'

And from another respondent:

> 'No. I have not experienced any discrimination, but I have not really found myself in circumstances where it would have been possible to be discriminated against. I have not really been in a competitive situation.'

Several other respondents, none above the level of assistant professor, and several who have not been promoted for more than five years, even thought that being a woman is an advantage in the academic world or that the problem of the disadvantaged position of women is insignificant.

More women, however, report various kinds of discrimination. For example:

> 'Several of my former doctoral candidates are full professors and have not published as much as I. I have become discouraged and feel it is definately a "Man's World."' (from an associate professor)

and,

> 'Yes -- low salary (being rectified, I think). Kept away from business "parties." (assoc. prof.)
>
> 'Yes -- the usual " I want a man for the job."' (assist. prof.)
>
> 'I don't really think so, except perhaps in salary and length of time it took to gain advancement.' (professor)
>
> 'My beginning salary is about $2,000 less than the going rate for people in my area. This discrepancy is not because I am a woman, but because I am immobile, i.e., my husband is a faculty member and I cannot freely accept offers in other parts of the country ' (assist. prof.)
>
> 'Lower salaries consistently; not hired because a woman...'

In some departments where there are several women faculty, there seem to be particularly severe problems. For example:

'Women are given little, if any, opportunity to teach in the professional or graduate programs, to advise theses, or to have any say about curricular development. The women are the last to be considered when salary raises are forthcoming (mostly on the basis that women do not have any responsibilities other than themselves, which is certainly not the case in many instances).'

Female faculty experiences with sex discrimination are summarized in Table 11.

Table 10

Academic Rank and Perceived Sex Discrimination as a Student or Faculty Member

	Prof.	Assoc.	Asst.	Instr.	Other	Total
Some Discrimination	6(75%)	9(56.3)	9(34.6)	3(18.7)	2	29(42.6)
No Answer	1(12.5)	2(12.5)	6(23.1)	3(18.7)	0	12(17.7)
No Discrimination	1(12.5)	5(31.3)	11(43.4)	10(62.5)	0	27(39.7)
Total	8(100%)	16	26	16	2	68(100)

* * * *

Summary -- Career Patterns of Survivors

We have described only the survivors. Missing are all those who might have taught at the University of Oregon if opportunities had been available and all of those who were once on the faculty here but left, some - or possibly many - due to difficulties related to their sex. Our description of the position of women at Oregon is, therefore, incomplete. However, we can identify at least four career patterns among the women who do teach here. They were identified as Main-stream Professionals, Marginal Professionals, and Neo-traditional Hopefuls.

Main-stream Professionals are currently the few lucky women who have career histories which are much like those of men. They are committed to their work and expect to meet the same performance criteria as men.(i.e., "up or out"). In the past they have often been single, since marriage produces multiple disadvantages which almost always removed a woman from this category. These disadvantages were exposure to nepotism rules, necessity to move in response to husband's career needs, the time consuming duties of wife and mother. It has been said that for some time in the U.of O.'s recent past none of the very few women full professors was married. Now there are some married women who can be identified as Main-stream Professionals. They no longer are excluded by nepotism rules, they probably often do not have children, and they tend to have husbands engaged in similar or supportive-type careers.

Permanent Peripherals ("stay where you are") are those academic women who are permanently located in a relatively low level position. They do have security, even tenure, but can never expect to advance. They are often primarily teachers, but may have other duties as well.

The Marginal Professionals ("don't call us, we'll call you") are a locally available professional labor pool, must typically because of marital and family ties which confine them to local work opportunities. They are very conveniently used in an ad hoc manner by academic employers beset with budgetary and last minute personnel problems. They are the fill-in personnel, assigned to courses which have unexpectedly large enrollments or which are unexpectedly not covered by other faculty. Their services are also relatively cheap, because they are not accumulating pay advances as are those on the regular academic ladder and can thus be employed at the lower rates.

Neo-traditional Hopefuls are those who are combining an academic career with the traditional female wife-mother occupation, or who do not anticipate barriers when they become married. Many of them are successfully teaching, researching, and writing as well as cooking, cleaning and bearing children. Our questionnaire did not allow us to assess the costs of this cumulative set of role demands. We know they are great. In addition, few people can perform such multiple tasks and compete successfully with the men who can concentrate so much more of their attention on one job, aided in so many ways by a wife at home. We believe that for many of these faculty women this is a transitory career stage; they will probably become Main-stream Professionals or permanent Peripherals. Some will probably drop out of academia. A longitudinal study of the career progression of this faculty would contribute to our knowledge of the attrition process, the end product of which has to this point, resulted in a group of full professors of which only 2.39 percent are woman.

The career patterns we have described are adaptations to this particular academic system as it has worked with its strong emphasis on research and publication and its demands for highly energetic professional competition (hustling). It has become trite to point out that adherence to these criteria and demands cannot always or consistently be equated with good scholarship and high quality teaching. But we add that, up to now, it has worked extra hardship upon able and aspiring faculty women. In addition, men, as well as women, feel pushed and psychically impoverished by such demands. Men get ulcers and other symptoms of stress, but more of the women drop out. Women under past conditions had more difficulty adapting than men. The problems are detailed in the following quote from one of our respondents:

> 'With no offense intended, may I point out that your questionnaire may be rather appropriate for women who are content to become like men within the system: with the change of two words ("husband" to "wife"and "woman" to "man"), a male colleague could answer this as well as can I. Since, however, I am happily a wife, a mother, and a teacher and future scholar -- as well as being a very concerned member of the community -- and since I abhor the system as it is (the presently established academic system in particular), I feel that your survey is not enough "to the point."
>
> Please note, therefore, that although I have not yet published, in the four years I have been here I have completely researched and written a doctoral dissertation and received my doctorate; that I have had one child amd more than one pregnancy; that I am necessarily as much of a faculty wife as any other; that I am being judged according to criteria (professsional meetings attended, papers published, etc.,) that I cannot possibly satisfy if I am to be a decent wife and mother, and not enough weight is being given to that very area where I know I can and do excell (teaching); and that I get very tired of having male colleagues asked to speak in my behalf, from the very top of the University to the bottom.'

In the recommendations which follow, we focus not only on explicit barriers to the hiring and promotions of women, but look also at ways in which greater flexibility and greater choice of productive and satisfying career patterns might be developed for both men and women. There is no such thing as "separate but equal." Measures to equalize the position of women are needed, but they must be temporary. Those changes which are permanent should provide increased options for men as well as women in pursuing careers which contribute effectively to the University and society in which they work.

RECOMMENDATIONS

1. Establish a regular reporting procedure by which those responsible in the University -- and those interested friends and critics- can monitor the changing status of women in the University.

Note: The data should be relevant and effective. Thus the reporting system must be thoughtfully worked out. We suggest WICCHE as a possible funding source, through its personnel classification manuals project (the "Base MIS") or some other educational or governmental funding sources.

2. Create a standing committee of the University on the Status of Women, which will independently evaluate the reported data, will continue to consider the recurrent and new questions, which we have only slightly considered here.

Note: This committee must be reflective of the younger talents and interests of the larger "new" supply of faculty women, not just the old-timer Mainstream Professionals. We suggest that it also have a rotating membership arrangement to ensure new blood and a fresh outlook, as well as experience and knowledgability.

3. Establish a grievance and mediation procedure with adequate safeguards to ensure confidentiality.

Note: This must be a helpful and effective problem solving device. Obviously it must involve persons who are appropriate, concerned, and skilled in this type of task. There must also be available sufficient resources (i.e. time, salary, facilities and assistance).

4. Development of new employment policy guidelines which departments and other employing agencies of the University will be expected to follow.

The following are suggested:

a) Establish an equity fund to equalize salaries and wages of female employees.
b) Provide for work on a part-time basis with all the status and benefits accorded to full time employees.
c) Provide for parenthood and family sick leave for all employees, men and women alike.
d) Undertake special efforts at recruiting qualified women faculty and administrators, especially where there is presently strong male dominance.

5. Involve women more effectively in decision and policymaking roles at all levels of the University organization.

Note: Whereever possible the President and other responsible University officials should make this goal explicit to whoever appoints committees, etc.

6. Take further steps to create day=care services sufficient to serve any family in the University community.

7. Undertake more aggressive recruitment of female undergraduate and graduate students into "male" disciplines.

8. Expand counseling (group as well as individual) services for women with a view to encouraging them to enter new occupations and to examine alternate life styles.

9. Review the granting of assistantships and fellowships in each department and school with regard to equitable distribution.

10. Study and make recommendations with regard to additional problem areas including: content of curriculum with regard to women, research support and other aids to scholarly performance, the tenure and promotion system, continuance of a research and information center on these and related subjects.

APPENDED TABLE

	1-4	5-11	12-20	21+	1-4	5-11	12-20	21+	1-4	5-11	12-20	20+
Prof.	0	3	2	3	0	0	2	6	3	2	1	2
Assoc.	2	6	6	2	0	2	6	7	4	9	2	1
Asst	10	6	5	5	7	6	8	4	14	8	1	3
Instr.	4	6	3	3	3	5	3	5	7	7	0	2
Other	2	0	0	0	2	0	0	0	1	1	0	0
	18	21	16	13	12	13	19	22	29	27	4	8

*Note what this table implies. A very large proportion of the academic women currently at the University of Oregon are mobile, tend to be young hopefuls and/or are upgrading their professional skills. In spite of the small numbers, these patterns show very clearly.